

Modern China Hist3433
Syllabus – Spring 2016

COURSE INSTRUCTOR

Instructor: Ihor Pidhainy
Office: TLC 3245
Phone: 678-839-6508
Email: ipidhain@westga.edu

Class:

Social Science Building 206
MW 3:30-4:50

Best Way to reach me: email me at the above email, and I'll get back to you within 24 hours. (First semester for me too, so I might be slow with courseden replies... it will improve by the end of semester...)

OFFICE HOURS

MW 2:00-3:00
OR: by appointment

Nota Bene: Office hours are usually a lonely time, especially when there isn't an essay/test immediately due. If you come by and want to talk about the course or some aspect of what we're doing or just cause you need to talk with somebody about history or Asia etc., you are most welcome.

Required Texts:

Chen, Janet et al. *The Search for Modern China: A Documentary Collection*
978-0-393-92085-7 3rd edition wwnorton
Feng, Jicai, *Ten Years of Madness: Oral Histories of China's Cultural Revolution*
978-0835125840 China Books and Periodicals
Hawkes, David *Story of the Stone: or The Dream of the Red Chamber v. 1*
978-0140442939 Penguin
Mitter, Rana *Modern China: A very short introduction* 978-0199228027 Oxford UP
Tanner, Harold, *China: A History V 2. From the Great Qing Empire through The
People's Republic of China, (1644 - 2009)* 978-1-60384-204-4 Hackett
Yu, Hua, *China in Ten Words* 978-0307739797 vintage

http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay.pdf

Course Description

This course is an exploration of modern Chinese history, focusing on the period from 1840 to the present. Following the political chronology of ruling houses and parties, we will explore the intellectual, political and economic responses that the Chinese experienced during this time. You will have an opportunity to explore these in depth through both readings of original documents (in translation) and secondary sources on the period.

The method of teaching in this course will be a combination of lecture and discussion. It is expected that you will have read and thought about the assigned readings. In the classroom, you will have an opportunity to share these thoughts.

Grading:

Document Analyses (6x 2.5%):	15%
Thought Pieces (4x5%)	20%
Discussion/Participation:	20%
Essay	20%
Final Exam:	25%

Document Analyses: See below

Thought Pieces: See below

Discussion/Participation: This grade is determined by the participation in class, particularly in discussion of documents and books that we will be examining. To ensure that you do well here, prepare all assigned readings before coming to class. There will be ample opportunity for you to speak in class.

Essay: A medium-length paper further instructions to be given later in the semester.

Final Exam: Instructions will be given later in the semester.

Grading Scale

90%-100%	A
80-89	B
70-79	C
60-69	D
0-59	F

Grades are based on the student's performance on specific assignments in the class. (That means that completing all assignments does not necessarily guarantee a good grade. However, not turning in all your assignments will impact your grade negatively, regardless of how well you understand the course, our texts or my lectures...).

Guide to Letter Grades

A = Exceptional

For a single piece of work, this means answering it in a way that shows to your grader that you not only understood what was being asked but were able to show insight beyond what is easily discernable. This involves what you argued, along with how you argued, as well as with your skill in writing. "What you argued" involves the facts and details, evidence and sources that you use to make your argument. "How you argued" involves the arrangement of your argument, the weight you give arguments, the ability to involve counter-arguments and other such features. "Your skill in writing" involves showing your rhetorical use of language, choosing appropriate and specific words where necessary, structuring your sentences in ways that please as well as back up your argument, and – finally – displaying a grasp of rhetoric, where appropriate.

B = Good Work

Good work is a notch down from “exceptional” work – there are unforced errors in substance and style. Generally, the argument is strong, the evidence supports this, and the writing doesn’t wreck this too much.

C= Competent/average

Average work means that you communicate a decent answer to the question asked. The answer is therefore in general correct. However, faults, errors and mistakes may arise. This might be in the facts, evidence, argument, organization or language aspects of the work.

D= Poor work

A notch down from C, a D generally indicates that your work does not adequately answer the question and/or also includes many factual errors, much poor writing and shows a lack of integration of ideas that have been used in class.

F = Failure to achieve above criteria...

If you are getting Fs in your work, then we need to sit down and talk about where you are falling short.

Nota Bene:

Incomplete work and/or missing work will kill your grade. I emphasize that even though completed work does not guarantee a great grade, it does show commitment to get your through the class. For those of you who do not feel history is interesting or your calling, just put the time and effort in to get through.

COURSE POLICIES AND INFORMATION

University Policies and Academic Support

See

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Academic Honesty – Plagiarism

Do not plagiarize.

Plagiarism is generally considered to be borrowing the work of others in any shape or form and claiming that it is yours.

For example, copying and pasting a paragraph from Wikipedia in your paper without citation is plagiarism. (Even if you alter several words in it). If you put it into quotation marks, then it isn’t plagiarism. (It then becomes poor use of a quotation, but that affects your grade differently than plagiarism).

Our school has a discussion of this in the handbook:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

Disabilities Act/ Accessibility for the course

****Please consult the following link for more detail regarding accessibility for this course, including contact information for those with accessibility needs:

UWG Accessibility Services (phone: 678-839-6428)

Student Conduct

Our course is conducted at the University of West Georgia and should follow all rules of conduct that the College adheres to. In addition to these governing rules, I would like to stress that the class space and class discussion are a shared space and thus must take into account that we do not all share the same sensibilities and outlooks. Using good judgment and proper language in our discussions is essential. That we should be challenged in our opinions and ideas is part of the classroom experience, but we should balance that in the manner in which we make these challenges.

What forms of etiquette are good to follow when in class. (Perhaps outside as well, but that's not part of our parameters).

- Arrive on time and leave when class ends... if you need to leave early, mention this to the instructor or the GRA.
- Treat everybody with courtesy
- Do not sleep in class. (Coffee, coffee, chocolate chip cookies, repeat)
- Do not use cell phone/iphone other electronic device as part of a diversionary procedure from the lecture or discussion. (I know it can be tempting and difficult, not to do so, but again courtesy...)
- Do not do socially unacceptable things in class (If you need a list, talk to your parents or guidance counselor, but these do include things like not spitting, washing regularly, etc.)

Schedule and Readings

Week 1

Jan 11 Course Introduction: Modern China: An Overview
Jan 13 **Ritter**, *Modern China: A Very Short Introduction*.

Week 2

Jan 18 No Class
Jan 20 Late Ming Culture
Tanner, 3-30; **Chen**, 1-18.
Thought Piece #1 [See List for DAs and Thought Pieces]
Discussion: “A Ming Official on the Decline and Fall of the Dynasty”

Week 3

Jan 25 Collapse of Ming; Rise of Qing
DA #1: [See List for DAs and Thought Pieces]
Chen, 19-32; **Tanner**, 33-39.
Discussion: “Exchange of Letters between Wu Sangui and Dorgon” “The Siege of Jiangyin, 1645”
Jan 27 Kangxi Reign
Chen, 33-47; **Tanner**, 39-53.
‘Fang Bao’s “Random Notes from Prison,” 1711’ “Kangxi’s Valedictory Edict, 1717”

Week 4

Feb 1 Yongzheng and Qianlong Reigns
DA #2
Chen, 48-76; **Tanner**, 54-60.
Discussion: “The Secret Edict of the Kangxi Emperor, 1670”; “Wang Yupu and Yongzheng’s Amplification of Kangxi’s Secret Edict, 1724” “Heshen: Accusation and Inventory”
Feb 3 *Story of the Stone*, volume One.
Discussion: Chapter 1, 5, 8, 17, 18, 25 etc.

Week 5

Feb 8 The Opium War
Reading http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay.pdf
Chen, 77-110; **Tanner**, 60-79.
Discussion: “Macartney’s audience with Qianlong and Macartney’s Description of China’s government.”
Feb 10 Taiping Rebellion
DA #3
Chen, 111-133; **Tanner**, 79-87.
Discussion: “The Ten Commandments”; “Taiping Religious Verse”; “A Proclamation against the Bandits of Guangdong and Guangxi, 1884”

- Week 6
Feb 15 Self-Strengthening Movement
Chen, 134-154; **Tanner**, 87-95.
Discussion: “The Burlingame Treaty, 1868”; “The Exclusion Act, May 6, 1882”
- Feb 17 1898 Reforms & Boxer Rebellion
Chen, 155-178; **Tanner**, 96-105.
Discussion: “Sun Yat-sen’s Reform Proposal to Li Hongzhang”
- Week 7
Feb 22 *China in Revolution I*
Feb 24 *China in Revolution II*
Essay #1 due
- Week 8
Feb 29 Sun Yat-sen and 1911
Thought Piece #2
Chen, 179-200; **Tanner**, 111-117
Discussion: “Song of the Precious Sword”; “An Address to My Two Hundred Million Women Compatriots in China” “Selecting a Wife, by Zhu Ziqing”
- Mar 2 Yuan Shikai and early Republic
Chen, 201-218; **Tanner**, 117-123.
Discussion: “Yuan Pledges Allegiance to the Republic, Feb 12, 1912”; “Japan’s Twenty-one Demands”
- Week 9
Mar 7 May 4th Movement
DA #4
Chen, 219-243; **Tanner**, 123-132;
Discussion: “A Madman’s Diary”; “What Happens after Nora Leaves home?”
- Mar 9 Chiang Kai-shek (Jiang Jieshi) and KMT (GMD)
Chen, 244-289; **Tanner**, 132-160.
Discussion: “Official Statement by the Guomindang, April 1927”; “Purge the Party, Slogans fro the Chinese People, May 1927” “A Proclamation, Headquarters of the Twenty-sixth Nationalist Army, April 22, 1927”; “Politics of Power: General von Falkenhausen’s Advice to Chiang Kai-shek, 1936”
- Mar 13-17 Spring Break**
- Week 10
Mar 21 Mao Zedong and the Communist Party (1930s-1946)
DA #5
Chen, 290-372 (skim; see discussion articles below); **Tanner**, 160-183.
Discussion: “Zhang Xueliang and Yang Hucheng’s Eight-Point Program”; “Chiang Kai-shek’s Admonition to Zhang Xueliang and Yang Hucheng”; “Wang Jingwei: On Collaboration, 1941”; “On the People’s Democratic Dictatorship”
- Mar 23 Establishment and Rule of PRC (1946-1955)
Chen, 373-411 (skim; see discussion articles below); **Tanner**, 184-204.
Discussion: “New Laws: Marriage and Divorce, May 1950”; “Mao Zedong: ‘The

Chinese People cannot be cowed by the atom bomb' January 28, 1955"; "Mao Zedong: 'U.S. Imperialism is a Paper Tiger', July 14, 1956"; "Lu Dingyi: 'Let Flowers of many kinds bloom, diverse schools of thoughts contend!' May 26, 1956"; "Deng Xiaoping: The Antirightist Campaign, September 23, 1957"

Week 11

Mar 28

Regime Failures: Great Leap Forward & Cultural Revolution

DA #6 due

Chen, 412-459 (skim; see discussion articles below); **Tanner**, 204-228.

Discussion: "Chen Boda: 'Under the Banner of Comrade Mao Zedong,' July 16, 1958"; "Hold High the Red Flag of People's Communes and March on,' September 3, 1958"; "Lin Biao: 'Long Live the Victory of People's War,' September 1965"; "Mao Zedong's Big-character Poster: 'Bombard the Headquarters"; "Deng Xiaoping: Self-criticism"

Mar 30

No Class: Reading: **Feng Jicai**, *Ten Years of Madness*

Week 12

Apr 4

Born under a Red Sun I

Thought Piece #3 due

Apr 6

Born under a Red Sun II

Week 13

Apr 11

China's Reform in the 1980s

Thought Piece #4 due

Chen, 460-513 (skim; see discussion articles below); **Tanner**, 234-242.

Discussion: "The Shanghai Communique"; "Central Committee 'Obituary' on the death of Mao Zedong, October 1976"; "Deng Xiaoping: 'Emancipate the mind, seek truth from facts and unite as one in looking to the future,' December 13, 1978"; "The Fifth Modernization"

Apr 13

Protests of the 1980s

Chen, 514-565 (skim; see discussion articles below); **Tanner**, 242-256.

Discussion: "Liu Binyan: A Case of Persecution in Xi'an in disregard of Central Instructions, August 25, 1984"; "People's Daily: 'We Must Unequivocally Oppose Unrest,' April 26, 1989"; "Open Declaration of a Hunger Strike,' May 1989"; "Deng Xiaoping's Explanation of the Crackdown, June 9, 1989."

Week 14

Apr 18

China since 1990s

Chen, 566-606; **Tanner**, 256-270

"Li Boning: General Plan for Population Resettlement, September 1991"; "Dai Qing: Resettlement in the Three Gorges Project" "The Resurrection of Mao Zedong"; "China can say no"; "The Beijing Olympics"; "Charter 08"

Apr 20

For Review: A discussion of **Yu Hua**, *China in Ten Words*

Wednesday, Apr 27, 2:00-4:30 pm **Final Exam**

Document Analyses and Thought Pieces

Document Analyses

Document Analyses are interpretive critiques of one or several documents. For the purpose of this course, I am going to ask you to focus on individual documents. Your analysis should include a brief summary of the document (maximum a short paragraph) and a larger portion on interpreting the document on one or several important points that you see there. The length of the document analysis should be between 1-2 pages. (Consider a full page the cut-off to earn a grade). The purpose of the document analysis is to have you develop a critical vocabulary and insight into Modern China through repeated analyses of such documents.

Grades: A – outstanding insights. B – very good insights into the document. C – Basic points/interpretation offered. D – you should not be receiving this grade.

#	Date	Document (from <i>The Search for Modern China: A Documentary Collection</i>)
1.	Jan 25	“Regent Dorgon’s Edict to the Board of War” 2.5 or “The Imperial Edict to the Board of Rites” 2.6.
2.	Feb 1	Lan Dingyuan on the Education of Women, 5.6.
3.	Feb 10	Zeng Guofan’s Letters to his younger brothers, 8.7.
4.	March 7	Chen Duxiu, “Call to Youth”, 13.1.
5.	March 21	Liu Shaoqi: How to be a Good Communist, 17.8.
6.	March 28	Life and Death of Lei Feng, an admirable ‘fool’, 22.1

Thought Pieces

Similar to a document Analysis, a thought piece will be an interpretative of a work. In this case, though the works are longer works and will include both textual and documentary items. The length of this work is somewhat longer – 2-3 pages, with a minimum of 2 pages as the cut-off. The format should include a brief overall summary and more specific interpretation. (How you interpret this is open to you). Grading: A – completed assignment with exceptional insight. B – completed assignment with insight. C – Confused about how to answer the question. (You should not expect to get a C, unless you don’t do anything about the assignment).

#	Date	Work
1.	Jan 20	Ritter , <i>Modern China: A Very Short Introduction</i>
2.	Feb 29	<i>China in Revolution</i> (documentary)
3.	April 4	Feng Jikai , <i>Ten Years of Madness</i>
4.	April 11	<i>Born under a Red Sun</i> (documentary)